



Electronic Data Reporting Template

Guidance Activities Results Report (Large Group)

School: North Sanpete Middle school

Target Group: All 7th grade students

Target Group selection is based upon: Grade level

Key word: Career development and understanding learning styles

ABSTRACT

Students will learn more about the way they think and learn and how their individual learning styles will help them make future career choices. When students are aware of their learning style they are able to determine the most efficient way to learn something, They will be able to judge what occupation may best suit them and how to use their learning style to be effective in whatever they do. They will also discover how their learning style can be applied to educational tasks and study skills. Students will participate in a class activity and take a learning style assessment to help them establish some strategies they can use throughout their lives. They will also learn about their individual differences and how their individuality affects their career choices.

PROJECT DESCRIPTION

The students will begin by taking a 10-item questionnaire that refers to their personal preferences and attributes. Once this is completed they will fill out a graph bubble sheet and make their individual graph. Then they will have an opportunity to compare their graph to everybody's in the class. In general no two student's graphs are identical. At this time I will lead a discussion on individuality and how different each student is and thus their choices will be different as well. I will then have the students take the Howard Gardner's Seven Different Learning styles assessment, or ways in which people demonstrate their intellectual ability. They will then use the "tally and personal summary sheet" to define their individual learning style. I will then lead a discussion on the many different strategies that can be used in relation to each of the seven different learning styles. Students will be given a homework assignment form for which they will use their defined learning style strategies on their homework that night and report back their experiences the following day.

Introduction

- Students will be able to determine their individual learning style and how they can use this information on their schoolwork as well as in their future choices.

Participants

- 173: 7th grade students participated

Method

Guidance lesson was presented by Kami Briggs, Guidance Counselor
Curriculum and materials were provided by the TLC: Career Development Activities #9
Project was started on Nov. 15 and continued throughout three different sessions and
was completed on May 13

The class in which this lesson was presented was the FACS, CTE class.

Results will be determined by students' ability to successfully define their individual
learning style.

Materials used

One and only me questionnaire and tally graph

Learning style definition

Howard Gardner's Seven Different Learning Styles assessment and
tally/personal summary sheet

Home Link: personal learning styles homework assignment

RESULTS

- 99 % of the students were able to complete the Howard Gardner learning style assessment.
- 99% of the students participated in the "One and Only me activity"
- Of those students that completed the assessment 100% were able to accurately describe strategies that they could use to help them complete schoolwork and to make future choices.

DISCUSSION

This was a fun and informative activity for the students to complete. They were very intrigued by their individual learning style and many students had some very unique ideas on how they could best use their individual learning style. One percent of the students were unable to complete the assessment and activities; this was due to absenteeism as well as disabilities.

Counselors Signature

Date

Principals Signature

Date



Electronic Data Reporting Template

Closing the Gap Results Report (Small Group)

School: North Sanpete Middle school

Target Group: Students that have failed no more than 4 classes through out their 7th and 8th grade years

Target Group selection is based upon: Students that were not eligible to participate in the 2008 graduation ceremony.

Key Word: Credit Recovery Program (School improvement goal

#5: reduce the percentage of students failing one or more classes)

ABSTRACT

In order to decrease the number of students failing core classes and increase the number of students eligible to participate in the 2008 graduation ceremony this credit recovery program was developed. Selected students were those that were able to make up credits for up to 4 classes. This program was offered to all 8th grade students that currently have 1 to 4 failing grades in either their 7th or 8th grade years in any core class. In an attempt to reach our student improvement goal #5 is to decrease the number of students failing one or more core class, this program was put in place to help students recover credits. This credit recovery program is just one of the resources that has been used to help obtain this goal.

PROJECT DESCRIPTION

In this program a variety of resources were used such as the PLATO Learning Network, teacher developed recovery packets, as well as individual teachers. Students were assigned a set amount of work that they were required to complete in order to recover a quarter's worth of credit. After the successful completion of the assigned work the student will in turn receive a passing grade.

Introduction

This goal will help students that have failed one or more classes through out their 7th and 8th grade years to retain credits and successfully complete all the requirements to pass middle school.

Participants

27-- 8th grade students

Method

Plato Learning Network

Teacher developed Credit Packets

Individual teachers

Guidance counselor oversees the program

Principal

Computers and textbooks were used

Start date: August 28

End Date: May 22

RESULTS

Out of the 27 8th grade students that participated in the credit recovery program 9 successfully completed their required credits and were able to participate in the 2008 graduation ceremony. The average number of quarter credits completed by students were, 2-quarter credits. In addition to the 9 students that successfully completed all the required credits there were 6 students that had successfully completed at least one-quarter credit and 4 of those students had completed 2 or more quarter credits.

DISCUSSION

As a result of this program the percentage of students that were eligible to graduate rose by 3%. This program has been used only on a voluntary basis in the past three years. Thus students may have had less motivation to complete the program. The school board recently passed a new ruling that all students must complete all required classes with a passing grade thus making it mandatory for students that have failed a class to complete the program. I feel this will increase the percentage of students that will successful complete this program.

Counselors Signature

Date

Principals Signature

Date